



Massachusetts Group Notes January 24, 2012

Principles

1. Where did the language of highly effective, effective, approaching effectiveness, and ineffective? Do we want to label these?
2. Should be 4 classes but let the district pick the language.
3. What do we want the evaluation system to do:
 - Improve achievement?
 - Improve instruction?
 - Classification of staff
 - Professional development drives improvement
(All of the above determines next steps for teachers)
4. Need for linkage
 - Unit level /district level, like SPED concerns with classroom teachers behaviorist

Framework

- Phase I intact, as is (based on InTASC)
 - Learner and learning
 - Content Knowledge
 - Instructional Practice
 - Professional Responsibilities

What is the definition of SLO's?

- Questions about tested, non-tested, not feel that should be separated, questioned whether or not really need this, with the three areas under it.
- Student growth percentiles, shared attribution, common and unique assessment that really speaks to this and also could it be connected to Other measures under Measure of Professional Practice